



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1550 E. Chandler Heights Road, Chandler, AZ 85249

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 N/A
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Heather LeeMaster Anguiano
Schedule : 08:00 AM to 04:30 PM
Grades : K-6
Web Address : ww2.chandler.k12.az.us/santan-k8
Phone Number : (480) 883-4700
Fax Number : (480) 883-4620
E-mail : anguiano.heather@chandler.k12.az.us

Mission

With a belief that all children can learn, Santan Elementary provides an atmosphere of academic excellence where all students can acquire the knowledge, skills, and attitudes that demonstrate quality character and a desire for life-long learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 N/A
2003-04 N/A

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Provide students with a comprehensive literacy program. The reading coach will work collaboratively with teachers to address student needs. Teachers will use assessments on a consistent basis to meet students at their instructional level.
- ü Provide instruction on the Six Traits of writing. Students will participate in the writing process to create a variety of products showcasing their understanding of effective writing skills. Rubrics will be used to assess student writing.
- ü Mathematics instruction will provide students with the necessary skills enabling them to successfully engage in critical thinking and problem-solving situations throughout their learning.
- ü Students will be exposed to a variety of experiences designed to broaden their understanding of the importance that science plays in our world today. Connections between the various content areas will be made on a consistent basis.

Enrollment

October 1, 2005 School Year Student Enrollment : 1149
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 65

Instructional Programs

- Û Before and after school tutoring
- Û Gifted Education, Grade 3-6
- Û Special Education Inclusion Services
- Û General Music
- Û Physical Education
- Û Band, Orchestra and Choir
- Û Extracurricular clubs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Parents will remain informed on their child's progress through the use of bi-weekly communication. Additionally, our parent population will be encouraged to be actively involved in their child's school experience through PTO, classroom and schoolwide volunteer opportunities. A biweekly newsletter will be sent home to every family. The newsletter will contain school updates, current events, student recognitions and other important information. The newsletter will also be available online.

Parents

Parents are active participants in the school community. The voice that they bring to their child's education is vital to the success of our mission. Parents are encouraged to become involved in the activities that exist on campus. It is the responsibility of our parents to ensure that students arrive to school on time and ready to learn. Parent cooperation will be sought as decisions are made that directly effect their child's education. They will support learning at home.

Transportation Policy

The Chandler School Board authorizes the district to provide regular school bus transportation to those students living in our boundaries and reside one mile or more from school. Transportation policies and procedures are maintained by district and site personnel and are carried out for the safety of all our students who ride the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Û Clean School Award	2006
Û Third Place in the Regional Math Challenge Competition	2006
Û Hershey Track Meet Finalists	2006
Û Numerous Educational Grants	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	2484	80010	98	97	99	477	465	447	1	5	10	5	11	18	61	53	53	34	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1199	38935	96	97	99	473	466	447	NA	4	9	6	12	19	68	54	55	26	30	17
Male	89	1281	40974	99	96	98	480	465	448	1	6	11	3	11	18	55	52	52	40	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	18	767	34545	95	96	99	458	441	432	6	12	14	6	20	24	72	54	53	17	14	9
Asian/Pacific Islander	19	149	2068	95	99	99	478	486	474	NA	NA	4	5	5	10	63	47	50	32	48	36
American Indian/Alaskan Native	--	33	3979	--	97	96	--	452	424	--	3	17	--	18	30	--	64	47	--	15	6
White	127	1395	35142	98	97	99	481	479	465	NA	2	5	3	6	11	59	52	56	38	40	28
Students with Disabilities	17	312	10161	85	89	93	459	436	419	NA	15	28	24	24	28	53	47	36	24	14	8
Students without Disabilities	153	2172	69849	99	98	100	479	469	451	1	4	7	3	10	17	62	54	56	35	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	NC	727	39029	NC	94	98	NC	439	432	NC	12	14	NC	23	25	NC	52	52	NC	14	9
Non-Economically Disadvantaged	166	1757	40981	98	98	100	477	476	462	NA	2	6	5	7	13	61	53	54	34	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	2477	79438	97	97	98	485	467	451	1	5	9	11	17	24	66	61	56	23	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	1201	38775	98	97	99	491	475	457	NA	3	7	11	14	22	63	61	58	26	21	13
Male	87	1272	40560	97	96	97	480	460	446	1	7	12	10	19	25	68	60	54	21	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	17	763	34297	89	95	98	468	440	434	6	12	14	18	30	31	65	51	50	12	6	5
Asian/Pacific Islander	20	150	2063	100	99	99	484	484	475	NA	NA	3	10	12	15	75	67	63	15	21	20
American Indian/Alaskan Native	--	34	3940	--	100	95	--	457	429	--	3	14	--	21	36	--	74	47	--	3	3
White	127	1391	34887	98	97	98	489	482	471	NA	2	4	8	9	15	65	66	63	27	23	18
Students with Disabilities	16	303	9588	80	86	88	459	431	416	NA	18	30	25	32	32	69	45	34	6	5	5
Students without Disabilities	153	2174	69850	99	98	100	488	472	456	1	3	7	9	15	23	65	63	59	25	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	727	38685	NC	94	97	NC	437	435	NC	12	14	NC	32	32	NC	50	50	NC	5	5
Non-Economically Disadvantaged	164	1750	40753	97	98	99	486	480	467	NA	2	5	11	11	16	66	65	62	23	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	174	2518	79971	100	98	99	462	444	423	1	4	8	12	27	41	84	65	49	3	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	1214	38974	100	98	99	471	457	437	1	3	5	6	20	33	89	72	57	4	6	4
Male	90	1300	40895	100	98	98	454	432	410	1	5	10	18	34	47	79	58	41	2	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	19	776	34481	100	97	99	454	424	410	5	7	10	5	36	46	89	55	43	NA	2	1
Asian/Pacific Islander	20	150	2067	100	99	99	466	471	449	NA	1	4	25	18	28	70	71	60	5	10	8
American Indian/Alaskan Native	--	35	3995	--	100	96	--	431	409	--	6	10	--	34	47	--	60	42	--	NA	1
White	129	1415	35150	100	99	99	464	453	437	1	2	5	10	22	35	86	70	56	3	5	5
Students with Disabilities	20	339	10258	100	96	94	444	406	377	NA	12	23	35	47	51	65	40	25	NA	1	1
Students without Disabilities	154	2179	69713	100	98	100	465	450	429	1	3	5	9	24	39	86	69	52	3	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	NC	738	38994	NC	95	98	NC	420	409	NC	8	10	NC	39	47	NC	51	41	NC	2	1
Non-Economically Disadvantaged	169	1780	40977	100	100	100	464	454	437	1	3	5	12	22	34	85	71	56	3	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	166	2509	80147	98	98	99	526	508	482	1	5	11	5	10	17	45	45	49	49	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1186	39281	99	98	99	529	509	483	NA	4	9	2	9	17	46	44	50	52	43	24
Male	81	1320	40780	96	97	98	522	506	482	1	6	12	7	10	17	44	46	48	47	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	16	756	33494	100	98	99	504	482	466	NA	10	15	6	19	23	63	48	49	31	23	14
Asian/Pacific Islander	19	148	2103	100	100	99	548	538	515	NA	1	4	5	2	8	26	33	44	68	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	127	1453	36122	97	97	99	525	521	501	1	2	5	5	5	10	46	44	50	49	50	35
Students with Disabilities	16	335	10295	89	89	92	498	469	443	NA	17	33	13	22	26	63	45	33	25	16	8
Students without Disabilities	150	2174	69852	99	99	100	529	513	488	1	3	7	4	8	16	43	45	51	52	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	NC	689	38371	NC	96	97	NC	475	465	NC	11	15	NC	20	23	NC	52	49	NC	17	13
Non-Economically Disadvantaged	157	1820	41776	98	98	100	528	520	498	1	2	6	4	5	11	43	42	49	52	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	2503	79686	97	97	98	503	486	470	1	7	11	7	16	24	69	64	57	23	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	1183	39163	98	98	99	511	492	475	NA	5	9	2	14	22	68	66	60	30	15	10
Male	81	1317	40438	96	97	97	495	480	465	2	8	13	11	18	25	70	62	54	16	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	16	752	33299	100	98	99	498	459	452	NA	16	17	NA	27	32	75	52	47	25	5	3
Asian/Pacific Islander	19	148	2097	100	100	99	505	502	490	5	2	5	NA	6	13	63	74	68	32	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	126	1452	35914	96	97	98	504	500	489	1	2	5	9	10	15	69	70	67	21	18	14
Students with Disabilities	15	330	9808	83	88	87	473	447	432	7	22	35	20	30	32	67	41	30	7	6	3
Students without Disabilities	150	2173	69878	99	99	100	506	491	475	1	4	8	5	14	23	69	68	61	25	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	NC	685	38095	NC	96	97	NC	452	452	NC	17	17	NC	31	32	NC	50	48	NC	2	3
Non-Economically Disadvantaged	156	1818	41591	97	98	99	505	498	486	1	3	6	6	10	16	69	70	65	24	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	2539	80372	98	99	99	521	492	475	NA	2	4	8	20	30	81	74	64	11	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1200	39452	99	99	99	531	503	488	NA	2	3	5	13	22	80	80	72	15	5	3
Male	82	1336	40836	98	98	98	510	482	464	NA	3	6	11	27	37	83	68	56	6	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	16	763	33608	100	99	99	527	471	462	NA	4	6	6	31	36	94	63	57	NA	1	1
Asian/Pacific Islander	19	148	2098	100	100	99	526	513	500	NA	NA	2	NA	10	16	84	84	75	16	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	128	1474	36213	98	99	99	519	502	489	NA	1	2	9	14	22	80	80	72	11	5	3
Students with Disabilities	17	357	10526	94	95	94	475	455	427	NA	5	15	41	50	53	59	45	31	NA	1	1
Students without Disabilities	150	2182	69846	99	99	100	526	497	482	NA	2	3	4	15	26	84	79	69	12	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	NC	696	38521	NC	97	98	NC	465	461	NC	4	6	NC	38	38	NC	57	55	NC	1	1
Non-Economically Disadvantaged	158	1843	41851	98	100	100	523	502	489	NA	1	3	7	14	22	82	80	72	11	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2492	79306	97	98	99	536	526	504	1	6	13	6	11	20	60	52	49	33	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1246	38845	97	97	99	540	527	505	2	6	11	3	10	20	59	53	50	36	31	18
Male	80	1243	40383	98	98	98	532	525	504	1	7	14	9	12	19	60	51	47	30	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	11	722	32673	92	98	99	527	502	487	NA	11	18	9	20	25	82	53	46	9	15	10
Asian/Pacific Islander	11	172	2147	100	100	99	533	553	539	NA	2	5	NA	3	10	73	45	46	27	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	117	1400	36234	98	97	99	538	537	523	1	3	6	7	6	13	56	53	52	36	38	28
Students with Disabilities	22	352	10286	85	88	91	503	476	462	5	27	41	18	28	27	59	38	27	18	8	5
Students without Disabilities	122	2140	69020	100	99	100	542	533	510	1	3	9	4	8	18	60	54	52	35	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	NC	673	37437	NC	97	97	NC	499	486	NC	12	19	NC	22	26	NC	53	46	NC	13	9
Non-Economically Disadvantaged	140	1819	41869	97	98	100	536	536	521	1	4	7	6	7	14	61	52	51	32	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2499	79000	97	98	98	518	504	489	4	6	10	8	16	24	67	65	58	20	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1252	38774	98	98	99	527	510	494	2	4	7	8	13	22	66	68	61	25	15	10
Male	79	1244	40150	96	98	98	510	498	485	6	7	12	9	19	25	68	62	55	16	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	11	719	32508	92	98	98	522	481	472	NA	10	15	9	29	33	64	55	49	27	6	3
Asian/Pacific Islander	10	172	2142	91	100	99	NA	517	510	NA	3	4	NA	9	14	NA	72	67	NA	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	118	1407	36135	99	98	98	518	516	508	3	3	4	8	10	14	70	69	67	19	17	15
Students with Disabilities	22	358	9991	85	90	88	475	458	449	18	23	33	27	40	36	50	34	29	5	3	2
Students without Disabilities	122	2141	69009	100	99	100	525	511	495	2	3	6	5	13	22	70	70	62	23	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	NC	672	37234	NC	97	97	NC	479	472	NC	11	15	NC	30	33	NC	53	50	NC	6	3
Non-Economically Disadvantaged	140	1827	41766	97	98	99	518	513	505	4	3	5	9	11	16	68	69	65	20	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2528	79611	99	99	99	532	514	496	2	4	7	12	24	37	86	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1263	39016	97	99	99	549	526	511	NA	3	4	8	17	29	92	79	66	NA	1	1
Male	82	1262	40519	100	99	98	519	503	482	4	5	10	15	31	44	82	63	46	NA	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	12	726	32855	100	99	99	535	491	481	8	7	10	8	37	43	83	55	47	NA	1	0
Asian/Pacific Islander	11	172	2149	100	100	100	500	526	519	9	5	4	18	15	24	73	78	70	NA	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	117	1426	36380	98	99	99	537	525	511	NA	2	4	10	19	30	90	78	65	NA	1	1
Students with Disabilities	26	387	10664	100	97	94	497	461	440	8	14	23	27	53	54	65	32	22	NA	1	1
Students without Disabilities	120	2141	68947	98	99	100	540	523	504	1	2	4	8	19	34	91	78	61	NA	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	NC	679	37626	NC	98	98	NC	489	479	NC	8	10	NC	39	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	142	1849	41985	99	100	100	532	523	511	2	3	4	12	19	30	86	78	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	172	2387	79327	97	98	98	553	543	518	5	11	19	9	12	20	53	49	46	33	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	1181	38961	98	98	98	555	545	520	2	9	16	11	12	20	53	50	48	33	29	16
Male	85	1202	40295	97	97	97	551	541	516	8	12	21	7	12	19	53	49	44	32	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	20	687	32327	95	98	98	523	510	499	15	22	27	15	21	25	65	45	41	5	12	8
Asian/Pacific Islander	19	160	1939	100	99	99	580	578	556	NA	1	6	NA	4	10	53	46	47	47	49	36
American Indian/Alaskan Native	--	27	4391	--	96	96	--	521	489	--	19	32	--	22	27	--	33	36	--	26	4
White	128	1351	36373	98	97	98	554	558	538	5	5	10	10	7	14	50	52	52	35	36	25
Students with Disabilities	23	316	9321	82	88	87	506	490	467	26	35	54	13	23	22	52	35	21	9	7	3
Students without Disabilities	149	2071	70006	100	99	100	560	550	524	2	7	14	9	11	19	53	51	49	36	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	NC	10	635	NC	100	94	NC	NA	488	NC	NA	31	NC	NA	29	NC	NA	36	NC	NA	4
Economically Disadvantaged	NC	637	37097	NC	97	97	NC	504	498	NC	26	27	NC	22	25	NC	43	41	NC	10	7
Non-Economically Disadvantaged	167	1750	42230	97	98	99	555	556	535	4	5	11	9	9	15	53	52	50	34	35	24

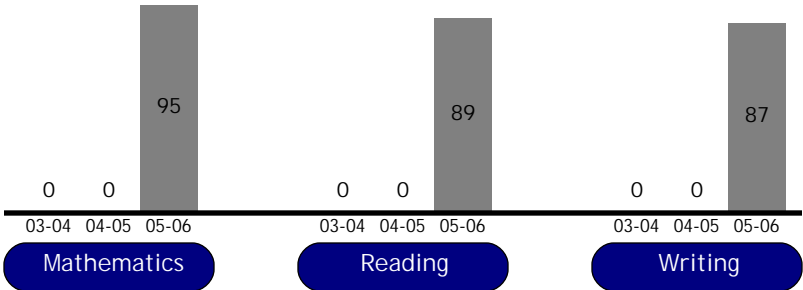
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	172	2389	79501	97	98	98	526	513	497	1	6	10	10	17	25	80	70	60	9	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	1180	39062	98	98	99	533	518	502	1	5	8	6	14	23	83	74	64	10	8	5
Male	85	1205	40368	97	97	98	519	508	491	1	7	13	15	21	27	76	65	57	7	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	19	684	32389	90	98	98	515	487	478	NA	14	16	16	30	34	79	53	48	5	3	1
Asian/Pacific Islander	19	160	1936	100	99	99	545	531	519	NA	1	3	11	9	14	68	76	73	21	14	9
American Indian/Alaskan Native	--	27	4401	--	96	96	--	497	473	--	11	17	--	26	40	--	56	43	--	7	1
White	128	1356	36446	98	98	99	526	526	516	1	2	4	10	10	15	81	78	73	8	9	7
Students with Disabilities	23	318	9411	82	88	88	487	469	453	4	24	36	39	38	36	57	35	26	NA	3	1
Students without Disabilities	149	2071	70090	100	99	100	532	519	502	1	3	7	6	14	24	83	75	65	10	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	634	37183	NC	96	97	NC	481	479	NC	17	16	NC	32	34	NC	49	49	NC	2	1
Non-Economically Disadvantaged	168	1755	42318	98	98	99	528	524	513	1	2	5	10	12	17	81	77	70	9	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	177	2426	80000	100	99	99	589	582	564	1	2	3	5	5	11	75	75	75	20	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	1192	39288	100	99	99	604	595	579	NA	1	2	1	3	6	71	70	77	28	26	16
Male	88	1230	40644	100	99	98	574	569	549	1	3	4	8	7	15	78	80	74	13	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	21	694	32672	100	99	99	568	557	548	5	4	4	10	11	14	76	76	76	10	9	6
Asian/Pacific Islander	19	160	1945	100	99	99	606	605	592	NA	1	1	NA	1	4	74	67	69	26	31	25
American Indian/Alaskan Native	--	27	4424	--	96	97	--	575	549	--	NA	3	--	11	14	--	67	77	--	22	5
White	131	1381	36602	100	100	99	591	593	579	NA	1	2	4	2	7	74	75	75	22	21	16
Students with Disabilities	28	346	9919	100	96	93	549	533	505	NA	5	9	21	20	35	71	71	54	7	4	2
Students without Disabilities	149	2080	70081	100	100	100	596	590	571	1	1	2	1	3	7	75	76	79	23	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	NC	10	654	NC	100	97	NC	NA	534	NC	NA	7	NC	NA	16	NC	NA	74	NC	NA	3
Economically Disadvantaged	NC	644	37534	NC	98	98	NC	552	547	NC	4	4	NC	13	15	NC	77	76	NC	7	5
Non-Economically Disadvantaged	172	1782	42466	100	100	100	592	593	578	NA	1	2	4	3	7	75	74	75	21	22	16

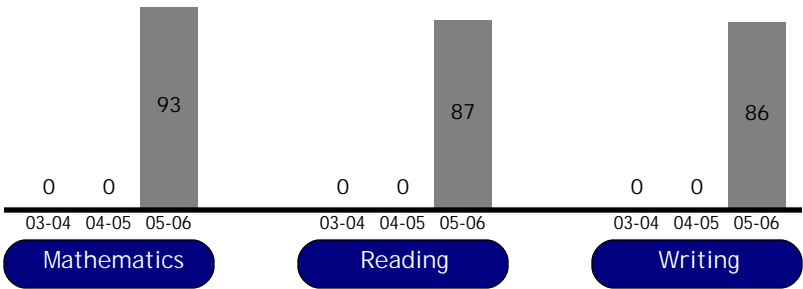
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	53	47	96	68	56	46
	Language	--	--	58	50	--	--	52	47	96	79	59	48
	Mathematics	--	--	71	64	--	--	58	50	96	82	65	52
3	Reading	--	--	NA	55	--	--	54	44	97	70	58	46
	Language	--	--	66	61	--	--	52	44	100	67	56	46
	Mathematics	--	--	66	61	--	--	61	51	98	72	63	52
4	Reading	--	--	NA	56	--	--	56	48	97	73	61	52
	Language	--	--	59	52	--	--	56	49	98	72	63	52
	Mathematics	--	--	68	61	--	--	62	53	98	82	72	58
5	Reading	--	--	NA	55	--	--	57	50	97	73	65	56
	Language	--	--	56	49	--	--	58	50	100	72	63	54
	Mathematics	--	--	69	63	--	--	58	49	97	73	65	52
6	Reading	--	--	NA	56	--	--	60	51	97	75	67	56
	Language	--	--	57	48	--	--	55	47	100	67	59	50
	Mathematics	--	--	74	66	--	--	63	52	97	78	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Santan Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student safety
- ü Community relations
- ü Cultural diversity
- ü Program Implementation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	3.50	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	12	4	0	1
7 to 9 years	2	5	0	0
10 or more years	6	16	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	113
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Media Center/Library
- ü MultiPurpose Room/Full Gym
- ü Computer Application Lab
- ü Theater

Extracurricular Activities

- ü Student Council - Grades 4-6
- ü Running Club- Grades K-6
- ü Boys and Girls Basketball - Grades 5-6
- ü Chess Club- Grades K-6
- ü Cheer Squad- Grades 5-6
- ü Creative Art & Writing Club- Grades K-6
- ü Kiwanis Kids Club (K-Kids) K-6
- ü Passport Club K-6

Social Services

- ü Counseling Services
- ü Before and after school child care
- ü Parent Teacher Organization
- ü Certified Counselor on staff

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Compiled and published a student-created booklet with a variety of work from the various areas of literacy and art.
- ü Received an 'Excelling' label from the State of Arizona and made Adequate Yearly Progress (AYP) with the federal government.
- ü Recognized as a 'National Demonstration School' by Co-Nect.
- ü Silver Apple Award was presented to a third grade teacher.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The safety of our students is a top priority. As a result, a comprehensive crisis plan has been established and communicated to all staff members. Monthly fire drills and quarterly lock-down drills are conducted to ensure that all students and staff are aware of the procedures and their importance in order to maintain the safety of our student body. Santan Elementary is assigned a district safety officer and has a School Resource Officer on site.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Heather L. Anguiano	(480) 883-4700
Transportation Policy	Leo B. Schlueter	(480) 883-4700
Community Resources	Heather L. Anguiano	(480) 883-4700
School Nutrition Programs	Judy Nelson	(480) 883-4604
Parent Organization	Jenni Scremin	(480) 883-4700
Student Health/Nurse	Yvette Morales	(480) 883-4702

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.